South County Consortium Induction Program

This form is to be completed by a support provider, district liaison, curriculum specialist or Induction Program Director as an assessment of classroom practice regarding Induction Program Standards 15-20. An Induction Program participant may use this record as evidence of demonstration of knowledge and understanding with verification of training or coursework. Demonstration of these strategies is necessary for program completion and recommendation for a professional teaching credential.

Observation Checklist

Signature of observer	 Date	Signature of pa	articipant	 Date
*Specific evidence obser	ved is recorded on the	reverse side.		
Are these students (Engl fabric of the classroom?	ish Learners, Special E	ducation and gifted an	d talented) integ Observed	grated into the social Not Observed
Standard 19 and 20: Is there evidence of appr English Learner Special Needs	Observed Observed	Not Observed Not Observed		
readiness to imp	Observed	Not Observed		
individual students with health concerns?			Observed	Not Observed
Standard 18: Is there evidence this tea regarding: classroom mana	acher has considered he	·	for students in	his/her decisions Not Observed
a gender-fair, bi	as free learning enviror	nment?	Observed	Not Observed
Standard 17: Is there evidence this tea equitable accest the students?	ncher provides: ss to the core curriculur	n based on the experie	ence, language, Observed	skills and abilities of Not Observed
and students ar	e using technology?		Observed	Not Observed
for communicat	ing w/parents and colle	agues?	Observed	Not Observed
Standard 16: Is there evidence the teacher uses technology: to enhance instruction?			Observed	Not Observed
Standard 15: Is there evidence of a lead Is there evidence that gra	•		Observed eing taught by th Observed	Not Observed nis teacher? Not Observed

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Specific observations related to standard 15 may include:

Classroom rules are posted, classroom routines are implemented, a fair and respectful climate is evident,
grade level standards posted in classroom, teacher dialogue with students using content standard language
student explanation of standard being taught, student work posted reflecting grade level appropriate
standards, students working on grade level appropriate tasks reflecting the standards, "big ideas" and
"essential questions" posted in classroom, written lesson plans reflecting content standards, instructional
materials are those adopted by the district,
Other observations:

Specific observations related to standard 16 may include:

Students using technology at the time of the observation, teacher using technology as a teaching tool at the time of the observation, student work displayed reflecting the use of technology, student grade reports generated on line, parent communication via e-mail, colleague/professional communication via e-mail, teaching resources accessed on line, computer applications to analyze student data, classroom website as a tool for parent/colleague/community communication Other observations:

Specific observations related to standard 17 may include:

Students of different abilities working in different groups on standards-based curriculum, teacher attending equally to students of diverse backgrounds, students of diverse backgrounds working cooperatively with one another, teacher or student bulletin boards that reflect respect for diversity, teacher attending equally to girls as well as boys, lessons on character development and respect for diversity Other observations:

Specific observations related to standard 18 may include:

Emergency procedures are clearly posted, emergency supplies are in classroom, bulletin boards address attention to good health and safety practices, classroom and student supplies are safely stored, cables and plugs are secure and out of student reach (primary), students with specific health concerns are strategically seated, conflict resolution strategies are posted for students, evidence that health curriculum is taught Other observations:

Specific observations related to standard 19 may include:

Curriculum and resources specific to English learners used for instruction, small group instruction for EL, heterogeneous grouping for specific purposes, evidence the ELD standards are utilized, SDAIE/GLAD strategies used at time of observation, SDAIE/GLAD strategies posted, lesson plans showing modification for EL, native language instruction, student work posted reflecting grade-level expectations for all students, alternative assignments for EL specific to language, vocabulary and concept development, evidence CELDT scores and other assessments guide instruction, EL integrated into the social fabric of the classroom Other observations:

Specific observations related to standard 20 may include:

Curriculum and resources specific to special needs students used for instruction, small group or individual
instruction, heterogeneous grouping for specific purposes, evidence the IEP goals are utilized, lesson plans
showing planned modification for special needs, students with sight/hearing/other needs strategically
placed, evidence that assessment guides instruction, teacher attends equally to special needs students
Other observations:

Signature of observer	Date	Signature of participant	Date